ILLP Guidance for Grades 7-12

Arizona
Department of Education

2013

Acronyms

AZELLA – Arizona English Language Learner Assessment

ELD – English Language Development

ELL – English Language Learner

ELP – English Language Proficiency

ILLP – Individual Language Learner Plan

OELAS – Office of English Language Acquisition Services

SEI – Structured English Immersion

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Things to Be Covered

- ILLP Planning Phase
- English Language Proficiency Standards
- ILLP Implementation Phase
  - Traditional Schedule
  - Block Schedule
- Strategies
- Methodologies
- Quarterly Review

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Authority

"Schools with 20 or fewer ELLs within a three grade span (including kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL. Scheduling and time allocations in the ILLPs must meet the requirements of the scheduling and time allocations specified herein for elementary or Middle and High School as appropriate for each ELL"

(Structured English Immersion ELD Models, 9/15/07)

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PLANNING PHASE
Completion of Required ILLP Documents

There are THREE required documents that must be completed.

○ **Individual Language Learner Plan (ILLP) Document**
  · Completed in consultation between parent/guardian, English/language arts teacher, mainstream teacher(s) who will be involved in the instruction based on the ILLP, ELL Coordinator and a site administrator. This will constitute the ILLP team. To be completed as per Parent Notification time requirements (NCLB SEC. 3302a) **Cannot be altered**

○ **Attachment A**
  · Sample provided by ADE, or may be modified by LEA, but must have all components identified on the sample document. To be completed as per Parent Notification time requirements (NCLB SEC. 3302a)

○ **Attachment B**
  · Sample provided by ADE, or may be modified by LEA, but must have all components identified on the sample document.

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Individual Language Learner Plan (ILLP)
Required Documentation

Student Name: _____   Date: _____
School: _____   District: _____
Grade: _____   SAIS Number: _____   Date of Birth _____

This ILLP is for the exclusive use of schools with 20 or fewer English Language Learner (ELL) students within a three-grade span (including kindergarten for counting purposes).

The ILLP will be written after consultation between parent/guardian, English/language arts teacher, mainstream teacher(s) who will be involved in the instruction based on the ILLP, ELL coordinator and a site administrator. This will comprise the ILLP team.
  • The plan will be signed by all parties of the team and will be placed in the student's ELL file for documentation/compliance accountability purposes and for review by other classroom teachers of the English language learner.
  • A copy of such plan will be located in the classroom for implementation by the mainstream classroom teacher.

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers administering the ILLP and after each administration of the AZELLA.
  • Documentation should be provided on Attachment B documenting the progress of the student during that instructional reporting period.
  • Based on the review of Attachment A and documentation on Attachment B, modifications (if any) will be made on Attachment A.
  • The ILLP will be completed annually for each student.

Most current student AZELLA composite proficiency level (circle one):
Date: _____   Pre-Emergent   Emergent   Basic   Intermediate

Subsequent AZELLA composite result(s) (circle one):
Date: _____   Pre-Emergent   Emergent   Basic   Intermediate   Proficient
Date: _____   Pre-Emergent   Emergent   Basic   Intermediate   Proficient

English language learners (ELLs) must receive instruction based on all time allocations in the SEI Models (unless using exceptions for Middle/High School).

This differentiated instruction will be provided by using the Arizona English Language Proficiency (ELP) Standards. Time allocations for all grade and proficiency levels are listed below.

For kindergarten classes operating on a half-day basis, the time allocations are proportionately reduced.

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Slide 7

ALL GRADE AND PROFICIENCY LEVELS

60 minutes	Oral English/Conversation and Vocabulary
60 minutes	Reading
60 minutes	Writing
60 minutes	Grammar

Documentation also required:

Attachment A (may be altered by LEA, but must have all components)
- *Document the teacher responsible for instruction based on time allocation.*
- *Document the ELP Standard(s) and Performance Indicators that will be used to differentiate the instruction for this student.*
- *Reviewed quarterly (or in accordance with reporting period) to update ELP Standards and Performance Indicators.*

Attachment B (may be altered by LEA, but must have all components)
- *Formative assessment information to document progress of the English language learner.*
- *Updated quarterly (or in accordance with reporting period).*

Arizona law requires materials and instruction to be in English. (A.R.S. §15-751. Definitions 2 and 5).

Arizona law requires schools to teach English. (A.R.S. §15-752. English language education).

The goal set forth in Arizona law is that ELLs should become English proficient in a period not normally intended to exceed one year. (A.R.S. §15-752. English language education).

| Classroom English/language arts teacher | Date | Parent/guardian | Date |
| ELL coordinator | Date | Site Administrator | Date |

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Time Allocations
for All Grades and All Proficiency Levels

	Oral English/ Conversation and Vocabulary	Grammar	Writing	Reading
Time Allocation	60 minutes	60 minutes	60 minutes	60 minutes
Standards to Use	Listening & Speaking Domain Language Strand •Vocabulary	Language Strand •Standard English Conventions	Writing Domain	Reading Domain

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ATTACHMENT A
WHAT SHOULD BE INCLUDED?

- **This document must be completed and signed by all teachers responsible for instruction.**

- **ELP Standards and Performance Indicators must be identified for each time allocation.**
  - Teachers strategically identify the ELP Standard(s) and Performance Indicators that will be used for differentiated instruction of ELLS in the mainstream classroom.
    - Be selective; be realistic with high expectations.
    - Collaboration between teachers on the ILLP .

- **Goal should be achievement of Performance Indicators at the High Intermediate proficiency level.**

- **It is recommended that each ILLP area address four (4) to five (5) Performance Indicators, on an average, identified for each quarter (or in accordance with reporting period).**

- **Must be reviewed quarterly (or in accordance with reporting period).**
  - Revise any Performance Indicators that have been attained. New Performance Indicators should then be identified and included, as needed.

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Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:		*SAIS ID #:	*AZELLA Composite Result: *AZELLA Date:		
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:		*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	
*Required ILLP Areas	***Time Allocation**	***Teacher Responsible For Instruction**	***Teacher Highly Qualified****	***ELP Standards and Performance Indicators to be Covered**	***Target Date**
*Oral English/Conversation and Vocabulary	*60 minutes		Y N		
*Reading	*60 minutes		Y N		
*Writing	*60 minutes		Y N		
*Grammar	*60 minutes		Y N		

Revised: November 2011

* Indicates required information to be included
** Indicates if content Highly Qualified: specify content area

Original Document placed in student's cumulative file.
Copy to identified ILLP classroom teacher(s)

ATTACHMENT B
WHAT SHOULD BE INCLUDED?

- This document is used to update assessment (formative and any other data) information used to show the progress of the English language learner.

- This document will be updated quarterly (or in accordance with reporting period) for each student.

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ILLP Progress Report - Attachment B

*Name_____
*SAIS ID # _____

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers identified on the ILLP and after each administration of the AZELLA. Recommendations for any modifications can be made to the ILLP team.

*Quarter: 1	*Date:	*Teacher Signature:
		(Classroom Language Arts/English teacher)

*Formative Assessment Used and Results:

*Recommendations:

*Quarter: 2	*Date:	*Teacher Signature:
		(Classroom Language Arts/English teacher)

*Formative Assessment Used and Results:

*Recommendations:

Revised: November 2011

* Indicates required information

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www.azed.gov/english-language-learners

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PLANNING PHASE

Middle/High School

- Administration/Counseling Department should be selective when assigning mainstream teachers to provide the instruction for ELLs on an ILLP.

- All teachers instructing ELLs through an ILLP must be highly qualified in their respective area(s).

- The English teacher shall be responsible for ensuring that the ILLP implementation process is being completed and updated quarterly (or as appropriate, as within reporting period). Collaborating on the writing of the ILLP with other teachers working with ELLs on an ILLP.

- The English teacher should **ALWAYS** be involved in the instruction for the student on an ILLP.

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A REVIEW OF THE FORMAT OF THE ENGLISH LANGUAGE PROFICIENCY STANDARDS

Arizona English Language Proficiency Standards

- **Listening & Speaking Domain**
  - 1) Comprehension of Oral Communication, 2) Delivery of Oral Communication
- **Reading Domain**
  - 1) Print Concept, 2) Phonemic Awareness/Decoding, 3) Fluency, 4) Comprehending Text
- **Writing Domain**
  - 1) Writing Applications, 2) Standard English Conventions, 3) Writing Process, 4) Writing Elements, Research
- **Language Strand**
  - 1) Standard English Conventions, 2) Vocabulary

Stage → **ELL Stage V: Grades 9-12**

Standard

Domain → **Writing (W)**   Stem

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.

Proficiency Levels	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:				
Writing Applications / Narrative — Concept / Sub-concept	PE-1: writing a minimum of one sentence containing personal information with instructional support.	E-1: writing sentences based on real and imagined events. (social studies)	B-1: writing a narrative paragraph based on real and imagined events that includes characters, plot, and setting.	LI-1: writing one or more narrative paragraphs based on real and imagined events that include characters, dialogue, plot, and setting. (social studies)	HI-1: writing one or more narrative paragraphs based on real and imagined events that include characters, plot, setting, and dialogue as appropriate. (social studies)
		Content Referenced	(social studies)		
	PE-2: writing a poem with instructional support.	E-2: writing a poem using rhyme patterns and figurative language (i.e., simile).	B-2: writing a poem using rhyme patterns, figurative language (i.e., simile and metaphor), and rhythm.	LI-2: writing a poem using rhyme patterns, figurative language (i.e., simile and metaphor), theme, imagery, and rhythm.	HI-2: writing a poem using rhyme patterns, figurative language (i.e., simile and metaphor), theme, imagery, and rhythm.
		(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)

Proficiency Levels

Performance Indicators numbered:

Each Performance Indicator is a specific skill.

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:					
Narrative	PE-1: writing a minimum of one sentence containing personal information with instructional support.	E-1: writing sentences based on real and imagined events.	B-1: writing a narrative paragraph based on real and imagined events that includes characters, plot, and setting.	LI-1: writing one or more narrative paragraphs based on real and imagined events that include characters, dialogue, plot, and setting.	HI-1: writing one or more narrative paragraphs based on real and imagined events that include characters, plot, setting, and dialogue as appropriate.
		(social studies)	(social studies)	(social studies)	(social studies)

•Always look at the High Intermediate Performance Indicator as the goal.

•Scaffold back for beginning instruction, if necessary.

Coding for Domains (for lesson planning)

ELL Stage V: Grades 9-12					
Writing (W)					
	Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.				
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Writing Applications	The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:					
	Narrative	**PE-1: writing a minimum of one sentence containing personal information with instructional support.**	E-1: writing sentences based on real and imagined events. (social studies)	B-1: writing a narrative paragraph based on real and imagined events that includes characters, plot, and setting. (social studies)	LI-1: writing one or more narrative paragraphs based on real and imagined events that include characters, dialogue, plot, and setting. (social studies)	HI-1: writing one or more narrative paragraphs based on real and imagined events that include characters, plot, setting, and dialogue as appropriate. (social studies)

Stage –Domain–Standard Number: Performance Indicator

Example: **V-W-1:PE-1**

Coding for Language Strand Standard 2: Vocabulary
(for lesson planning)

ELL Stage IV: Grades 6-8					
Language Strand (L)					
	Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Vocabulary	The student will demonstrate knowledge of vocabulary by:				
	PE-1: naming and grouping labeled objects and pictures into given conceptual categories. (math, science, social studies)	E-1: reading and classifying common words into conceptual categories. (math, science, social studies)	B-1: reading and classifying words into conceptual categories and providing rationale for classification with instructional support. (math, science, social studies)	**LI-1: reading and classifying words into conceptual categories and providing rationale for classification.** (math, science, social studies)	HI-1: reading and classifying words into conceptual categories and providing rationale for classification. (math, science, social studies)

Stage –Strand–Standard Number: Performance Indicator
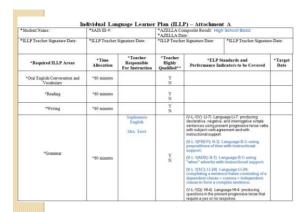
Example: **IV-L-2:LI-1**

Choosing which ELP Standard and Performance Indicators to Use

- Identify which ELP Domain/Language Strand based on the Time Allocation

- Identify ELL's subtest proficiency level

- Identify ELL's need based on additional data available for each student

- Review ELP Performance Indicators that contribute to Content Standards to target specific matches

- Determine which level of Performance Indicator should be placed on Attachment A

- THE GOAL IS TO HAVE ELLS ATTAIN THE SKILL(S) AT THE HIGH INTERMEDIATE LEVEL

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- The identification of specific ELP Standards and Performance Indicators should be selected **strategically** to assist English language learners in their language acquisition.

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Selection and Use of the ELP Standards

The English Language Proficiency Standards provide a logical and linear ordering of concepts, standards, and performance indicators to assist teachers in the design, development, and implementation of English Language Development (ELD) instruction for English language learners.

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Individual Language Learner Plan (ILLP) – Attachment A

| *Student Name: | *SAIS ID #: | *AZELLA Composite Result: High School Basic |
| | | *AZELLA Date: |

| *ILLP Teacher Signature/Date: | *ILLP Teacher Signature/Date: | *ILLP Teacher Signature/Date: | *ILLP Teacher Signature/Date: |

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes		Y N		
*Reading	*60 minutes		Y N		
*Writing	*60 minutes		Y N		
*Grammar	*60 minutes	Sophomore English Mrs. Terri	Y N	(V-L-1(V): LI-7) Language LI-7: producing declarative, negative, and interrogative simple sentences using present progressive tense verbs with subject-verb agreement and with instructional support. (V-L-1(PREP): B-3) Language B-3: using prepositions of time with instructional support. (V-L-1(ADV): B-1) Language B-1: using "when" adverbs with instructional support. (V-L-1(SC): LI-24) Language LI-24: completing a sentence frame consisting of a dependent clause + comma + independent clause to form a complex sentence. (V-L-1(Q): HI-4) Language HI-4: producing questions in the present progressive tense that require a yes or no response.	

Writing Standards 6-12

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

PE-1: repeating classroom directions with "when" adverbs. (e.g., first, next, then; "First take out your book.") (math, science, social studies)	E-1: define an adverb; selecting "when" adverbs to complete a given sentence. (math, science, social studies)	B-1: using "when" adverbs with instructional support. VL1(ADV):B-1 (math, science, social studies)	LI-1: using "when" adverbs. (math, science, social studies)	HI-1: using "when" adverbs. (math, science, social studies)
PE-3: selecting prepositions of time to complete a given sentence. (math, science, social studies)	E-3: selecting prepositions of time to complete a given sentence and justifying selection. (math, science, social studies)	B-3: using prepositions of time with instructional support. VL1(PREP):B-3 (math, science, social studies)	LI-3: using prepositions of time. (math, science, social studies)	HI-3: using prepositions of time. (math, science, social studies)
PE-24: N/A	E-24: N/A	B-24: N/A VL1(SC):LI-24	LI-24: completing a sentence frame consisting of a dependent clause + comma + independent clause to form a complex sentence.	HI-24: producing a complex sentence consisting of a dependent clause + comma + independent clause.

- Students at the Intermediate proficiency level and who have passed the subtest of Reading and/or Writing may have their ILLP written according to the SEI Task Force Models time allocations exceptions.
  o LEAs are reminded that these exceptions are allowed, but instruction may be given for all time allocations.

Traditional Schedule Samples

	Oral	Writing	Reading
Performance Level	Proficient	Intermediate	Basic
Composite = Intermediate			

	Fall Semester	Spring Semester	
GRAMMAR	English	English	**GRAMMAR**
READING	Reading	Reading	**READING**
	ChemPhysics	ChemPhysics	
	Physical Education	Economics	**WRITING**
WRITING	American Government	Health	
ORAL ENG CONV/ VOCAB	Integrated Algebra	Integrated Algebra	**ORAL ENG CONV/ VOCAB**

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Individual Language Learner Plan (ILLP)

*Student Name:	*SAIS ID #:	*AZELLA Com... *AZELLA Date:
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher S...

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**
*Oral English/Conversation and Vocabulary	*60 minutes	Algebra Teacher	Y N
*Reading	*60 minutes	Reading Teacher	Y N
*Writing	60 minutes	Government Teacher	Y N
*Grammar	*60 minutes	English Teacher	Y N

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	Oral	Writing	Reading
Performance Level	Intermediate	Basic	Intermediate
Composite = Intermediate			

	Fall Semester	Spring Semester	
	Auto	Auto	
WRITING	World History/Geography	World History/Geography	**WRITING**
GRAMMAR	Freshman English	Freshman English	**GRAMMAR**
	Physical Education	Physical Education	
READING	Biology	Biology	**READING**
ORAL ENG CONV/ VOCAB	Geometry	Geometry	**ORAL ENG CONV/ VOCAB**

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	Oral	Writing	Reading
Performance Level	Intermediate	Basic	Intermediate
Composite = Intermediate			

	Fall Semester	Spring Semester	
ORAL ENG CONV/ VOCAB	Intro to Digital Studio	Intro to Digital Studio	**ORAL ENG CONV/ VOCAB**
	Spanish I	Spanish I	
GRAMMAR	Literary Explorations	Principles of English	**GRAMMAR**
	Physical Education	Driver's Education	
READING	Chemistry	Chemistry	**READING**
WRITING	Algebra I	Algebra I	**WRITING**

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	Oral	Writing	Reading
Performance Level	Basic	Basic	Basic
Composite = Basic			

	Fall Semester	Spring Semester	
ORAL ENG CONV/ VOCAB	World History	World History	**ORAL ENG CONV/ VOCAB**
GRAMMAR	ELD I (Itinerant Teacher)	ELD I (Itinerant Teacher)	**READING**
READING	Literary Explorations	Principles of English	**GRAMMAR**
	Physical Education	Physical Education	
WRITING	Chemistry	Chemistry	**WRITING**
	Algebra I	Algebra I	

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Individual Language Learner Plan (ILLP

*Student Name:	*SAIS ID #:	*AZELLA Con *AZELLA Date
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**
*Oral English/Conversation and Vocabulary	*60 minutes	Algebra	Y N
*Reading	*60 minutes	Itinerant Teacher	Y N
*Writing	60 minutes	History	Y N
*Grammar	*60 minutes	English	Y N

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Block Schedule Samples

ILLP with Block Schedules

In a high school on a traditional schedule with 54 minute periods, the ILLP would involve 4 teachers each being assigned one time allocation.

With schools structured on a block schedule, with 90 minute periods, an ILLP would assign time allocations amongst 3 teachers. One time allocation would need to be split between 2 teachers.

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	Oral	Writing	Reading
Performance Level	Proficient	Intermediate	Basic
Composite = Intermediate			

How will this student receive the 4 hours of ELD?

Fall Semester	Spring Semester
Biology	Intro to Welding
World History & Geo	Weight Training
Gen Geometry A	Gen Geometry B
Gen English IIA	Gen English IIB

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	Oral	Writing	Reading
Performance Level	Basic	Basic	Basic
Composite = Basic			

How will this student receive the 4 hours of ELD?

No English Second Semester ????

Fall Semester	Spring Semester
Biology	Adv Phys Wellness
English IIA	Earth and Space Sci
Spanish II	Work History and Geo
Math Analysis	AIMS Prep Math

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Individual Language Learner Plan (ILLI

*Student Name:	*SAIS ID #:	*AZELLA Co... / *AZELLA Dat...
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher...

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**
*Oral English/Conversation and Vocabulary	*60 minutes	Math Teacher	Y N
*Reading	*60 minutes	Science Teacher	Y N
*Writing	30 minutes / 30 minutes	English Teacher / Science Teacher	Y N
*Grammar	*60 minutes	English Teacher	Y N

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Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:	*AZELLA Composite Result: **Basic** *AZELLA Date:	
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes	Mrs. Acuna Algebra	Y N	(V-LS-1:LI-3) Listening and Speaking. Summarizing main ideas/concepts and supporting details from fiction and nonfiction read-alouds in complete sentences. (V-LS-1:LI-7) Listening and Speaking. Responding to questions and statements in academic discussions by asking questions and sharing one's views on facts, ideas, and/or events. (V-LS-2:LI-4) Listening and Speaking. Participating in formal and informal socio-functional communication tasks using complete sentences with instructional support. (V-L-2:LI-4) Language Strand. Explaining the meaning of grade-specific academic vocabulary and symbols with support. (V-L-2:HI-7) Language Strand. Analyzing how affixes change base/root words. (e.g., adding –ly to quick makes it an adverb instead of an adjective).	10/2012

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*Reading	*60 minutes	Mrs. Estrella History	Y N	(V-R-2:LI-13) Reading-Decoding. Applying knowledge of word order (i.e., syntax) to confirm decoding of content area text. (V-R-4:LI-4) Reading-Comprehending Text. Answering literal, inferential, prediction, evaluation, and/or personal response questions about text. (V-R-4:LI-8) Reading-Comprehending Text. Summarizing the main idea (explicit or implicit) and supporting details in text. (V-R-4:LI-14) Reading-Comprehending Text. Drawing conclusions from information implied or inferred in a literary selection. (V-R-4:LI-35) Reading-Comprehending Text. Explaining different elements of figurative language, including simile, metaphor, and personification in a literary selection.	10/2012
*Writing	30 minutes	Mrs. Estrella History	Y N	(V-W-3:LI-2). Writing. Using a variety of organizational strategies (e.g., outline, chart, table, graph, Venn diagram, web, story map, plot line, thinking maps, etc.) to plan writing. (V-W-5:LI-1). Writing. Summarizing information from 2-3 resources in a report (e.g., internet, reference materials, newspapers).	10/2012
	30 minutes	Mr. Dean English	Y N	(V-W-4:LI-2). Writing. Providing reasons (primary supports) and examples (secondary supports) to support main idea, topic sentence and/or thesis statement. (V-W-4:B-8). Writing. Using a variety of paragraph strategies (e.g., topical, chronological) with instructional support.	10/2012

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*Grammar	*60 minutes	Mr. Dean English	Y N	(V-L-1(V)-1:LI-16). Language Strand. Distinguishing between the auxiliary (i.e., helping) verb and the main verb. (V-L-1(V)-1:LI-17. Language Strand. Producing sentences using modal auxiliary verbs, negative, modal auxiliary verbs (e.g., cannot, should not), and present progressive modals with subject-verb agreement and with instructional support. (V-L-1(PH)-1:LI-15. Language Strand. Using subordinating conjunctions in introductory clauses. (V-L-1(SC)-1:HI-14. Language Strand. Producing compound sentences (independent clause + conjunction+ independent clause).	10/2012

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IMPLEMENTATION PHASE

PUTTING THE PLAN INTO ACTION

Lesson Plans

Teacher's lesson plans will contain which Performance Indicator from Attachment A will be used to differentiate the instruction for the student.

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Classroom Instruction

Instruction should match ILLP Attachment A and Lesson Plans.

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STEPS TO DESIGNING LESSONS IN A CONTENT CLASSROOM

- Content standard (Big Idea) - Math, Science, History, English Language Arts
- Arizona's Common Core Standards
- ILLP Attachment A ELP Standards
- Objectives
- Learning Activities
- Differentiation
- Assessments
- Extension activities

Differentiation…

always teaches up. It's never a way out of rigor – but rather to support to achieve rigor.

Tomlinson (March 2012)

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Differentiation of Curriculum

Curriculum can be differentiated in three ways:

•By Content

•By Process

•By Product

All three methods are tied to the teacher's knowledge of the students' needs and abilities, which stems from appropriate, well-planned, and ongoing assessment.

Tomlinson (1999)
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Strategies

- Supporting or scaffolding student language development to promote success

- Interactive lessons with hands-on activities and cooperative learning

- Look at Resource provided in ILLP Guidance Document

ELL Strategies in Science - Guidance Document

- Group Work
- Graphic Organizers
- Prior Knowledge
- Academic Language Scaffolding
- Context Clues
- Realia
- Experiential Learning
- Leveled Questions
- Multiple Intelligences
- Formative Assessment

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ELL Strategies in Social Studies- Guidance Document

- Pre-Teach Reading
- Context Clues
- Word Banks
- Rehearsal Strategies
- Lecture and Note-Taking
- Role Playing
- Artifacts
- Jigsaw
- Graphic Organizers
- Analogies

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ELL Strategies in Math - Guidance Document

- Grouping Strategies
- Discussing and Understanding Word Problems
- Writing Problems
- Deciphering the Language of Math
- Graphic Organizers

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Super SEI Strategies

- Always establish the language objective

- ALWAYS use the 50/50 Rule
    - Teacher speaks 50%
    - Student speaks 50%

- ALWAYS push students to their productive discomfort level

- ALWAYS have students respond in complete sentences

- ALWAYS remember the teacher does nothing students can do themselves

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ELD Methodologies

- **Language Warm-Up**
- **Vocabulary Frames**
- **Vertical Sentences**
- **Four Picture Story/Process Re-Tell**
- **Syntax Surgery**
- **What We Know**
- **Verb Tense Study**
- **Function Junction**
- **Morph House**
- **This or That**
- **Single Picture Text Webbing**
- **Reverse Questioning**

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Assessments

- Observations
- Checklists
- Jot Notes
- Quizzes
- End-of-unit or chapter tests
- End-of-term or semester exams
- District benchmark or interim assessments

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QUARTERLY REVIEW

Attachment B

- Identify the assessments being used to inform instruction.
  - Unit Tests
  - Benchmark Data
  - Writing Samples
  - Observation Checklists
  - Lab Write-Ups

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ATTACHMENT B SAMPLE

9th Grader

ILLP Progress Report - Attachment B

*Name_____
*SAIS ID #_____

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers identified on the ILLP and after each administration of the AZELLA. Recommendations for any modifications can be made to the ILLP team.

*Quarter: 1	*Date:	*Teacher Signature:
		(Classroom/Language Arts/English teacher)

*Formative Assessments Used and Results:
Basic School Related Directions Checklist 5 out of 11
Math Vocabulary Assessment 67%
Prefix Assessment 79%
Lang Arts Writing Sample 18/36 (Conventions 3/6)
English Basics Unit Review 77% (identifying subject 3/5 -identifying predicate 2/5- prepositions 3/10)
Life Science Labs 67% (trouble with generating questions)
Life Science Unit Test 54%
American History Weekly Notes 88%
American History Civil War Unit Test 53% (difficulty with written responses)
American History Persuasive writing sample 12/36
American History Report 68%
*Recommendations: Continue with all 1st quarter PIs, provide student with sentence frames to answer Amer. History written responses. Add PI for forming questions to Lang Arts teacher section of Attachment A.

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Attachment A

- Based on review:
  - Changes can be documented on initial Attachment A

  -or-
  - Revised Attachment A can be added to initial Attachment A
- Middle/High school Attachment A may need to be revised 2nd semester to reflect a student's schedule change.

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Revised Attachment A

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:	*AZELLA Composite Result: **Basic**			
		*AZELLA Date:			
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:		*ILLP Teacher Signature/Date:	
*Required ILLP Areas	***Time Allocation**	***Teacher Responsible For Instruction**	***Teacher Highly Qualified****	***ELP Standards and Performance Indicators to be Covered**	***Target Date**
*Oral English/Conversation and Vocabulary	*60 minutes		Y N		
*Reading	*60 minutes	Mrs. Estrella History	Y N	(V-R-2:LI-13) Reading-Decoding. Applying knowledge of word order (i.e., syntax) to confirm decoding of content area text. (V-R-4:LI-4) Reading-Comprehending Text. Answering literal, inferential, prediction, evaluation, and/or personal response questions about text. (V-R-4:LI-8) Reading-Comprehending Text. Summarizing the main idea (explicit or implicit) and supporting details in text. (V-R-4:LI-14) Reading-Comprehending Text. Drawing conclusions from information implied or inferred in a literary selection. (V-R-4:LI-35) Reading-Comprehending Text. Explaining different elements of figurative language, including simile, metaphor, and personification in a literary selection. (V-R-4:B-2) Reading-Comprehending Text. Identify forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.	10/2012-12/2012

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New Attachment A

Individual Language Learner Plan (ILLP) – Attachment A   2nd Quarter

*Student Name:	*SAIS ID #:	*AZELLA Composite Result: **Basic**	
		*AZELLA Date:	
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes	Mrs. Acuna Algebra	Y N I	(V-LS-1:LI-3) Listening and Speaking: Summarizing main ideas/concepts and supporting details from fiction and nonfiction read-alouds in complete sentences. (V-LS-1:LI-7) Listening and Speaking: Responding to questions and statements in academic discussions by asking questions and sharing one's views on facts, ideas, and/or events. (V-LS-2:LI-4) Listening and Speaking: Participating in formal and informal socio-functional communication tasks using complete sentences with instructional support. (V-L-2:LI-4) Language Strand: Explaining the meaning of grade-specific academic vocabulary and symbols with support. (V-L-2:HI-7) Language Strand: Analyzing how affixes change base/root words. (e.g., adding –ly to quick makes it an adverb instead of an adjective).	12/2012

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